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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | |
| **UNIT No: ALL** | **TERM: 2009-10** | | **PROJECT TITLE: Modern Art Self-Portraits** | | **LENGTH: 28hrs** | | | **GROUP: Yr 9** | |
| **KNOWLEDGE and UNDERSTANDING**  **(with regard to providing effective learning opportunities for all pupils):**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Modern Art 1850+ Artists’ Self-Portraits | | | | | **CURRICULUM OPPORTUNITIES**  **(for all pupils):** | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 9 Schemes of Work**  **UNIT: ALL**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Modern Art 1850+ Artists’ Self-Portraits | | | | |
| **KEY CONCEPTS - Pupils should be taught about:** | | | | | | | | | |
| **1.1 Creativity**   1. Producing imaginative images, artefacts and other outcomes that are both original and of value. 2. Exploring and experimenting with ideas, materials, tools and techniques. 3. Taking risks and learning from mistakes. | | **1.2 Competence**   1. Investigating, analysing, designing, making, reflecting and evaluating effectively. 2. Making informed choices about media, techniques and processes. | | **1.3 Cultural understanding**   1. Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making. 2. Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts. | | **1.4 Critical understanding**   1. Exploring visual, tactile and other sensory qualities of their own and others’ work. 2. Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed. 3. Developing their own views and expressing reasoned judgements. 4. Analysing and reflecting on work from diverse contexts | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | |
| **2.1 Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | **2.2 Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | |

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| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | **STAGE No.1** | **STAGE No.2** | | **STAGE No.3** | | **STAGE No.4** | | **STAGE No.5** | | **STAGE No.6** | |
| **KS4 ASSESSMENT**  **OBJECTIVE: 3** | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 4** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 3, 4** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 3, 4** | | **KS4 ASSESSMENT**  **OBJECTIVE: 3, 4** | |
| * Enlarge self-portrait onto A2 using grid – 6 x 5 | **🢠 ALTERNATING🢡** | | | | * USE OF SYMBOLS IN ART: Presentation. * Memento Mori – annotate. * Make observational drawings of objects to represent time on the BACKGROUND | | * USE OF SYMBOLS IN ART: Presentation. * Vanitas – annotate. * Make observational drawings of objects from homework on the BACKGROUND | | * Make observational drawings of objects from homework on the BACKGROUND – paint in LOCAL colours. | |
| * OP ART: Presentation. * Black and White Squares. | | * Work a SCHOOL BLAZER square on the grid using the style of Bridget Riley. | |
| * POP ART: Presentation. * Ben Day Dots. | | * Work a square on the grid using the style of Lichtenstein. | |
| * SURREALISM: Presentation. * Tonal values and 3D form | | * Work a square on the grid using the style of Giger. | |
| * SURREALISM: Presentation. * Tonal values in colour and 3D form | | * Work a square on the grid using the style of Kahlo. | |
| * IMPRESSIONISM: Presentation. * Local Colours, natural textures. | | * Work a square on the grid using the style of Cezanne. | |
| * NEO-IMPRESSIONISM: Presentation. * Local Colours, small textures. | | * Work a square on the grid using the style of Signac. | |
| * POST-IMPRESSIONISM: Presentation. * Primary, Secondary and Tertiary colours, medium textures. | | * Work a square on the grid using the style of Van Gogh. | |
| * FAUVISM: Presentation. * Primary, Secondary and Tertiary colours, large textures. | | * Work a square on the grid using the style of Derain. | |
| * CUBISM: Presentation. * 2D shapes and 3D form. | | * Work a square on the grid using the style of Picasso | |
| * FUTURISM: Presentation. * Tonal values, repeated shapes. | | * Work a square on the grid using the style of Boccioni. | |
| * EXPRESSIONISM: Presentation. * Colour and Tonal values, emotional style. | | * Work a square on the grid using the style of Marc. | |
| **SUBJECT-SPECIFIC SKILLS** | Observational Drawing - Shape, Form, Space; proportion; ratio | Historical and Cultural studies - selection of relevant factual information; Modern Art; Observational Drawing - Shape, Form, Space; Painting – Line, Tone, Colour, Pattern, Texture | | Historical and Cultural studies - selection of relevant factual information; Modern Art; Observational Drawing - Shape, Form, Space; Painting – Line, Tone, Colour, Pattern, Texture | | Historical and Cultural studies - selection of relevant factual information: visual codes and conventions. | | Historical and Cultural studies - selection of relevant factual information: visual codes and conventions. | |  | |
| **USE OF ICT** | [www.theartdept.wikispaces.com](http://www.theartdept.wikispaces.com) | <http://artpad.art.com/artpad/painter/> | | <http://artpad.art.com/artpad/painter/> | | [www.theartdept.wikispaces.com](http://www.theartdept.wikispaces.com) | | [www.theartdept.wikispaces.com](http://www.theartdept.wikispaces.com) | | Digital photography and upload of images into Gallery on the Art Dept wikispace. | |
| **LANGUAGE for LEARNING** | Ratio, proportion, scale, scaling up, enlargement, scaling down, reduction | See Modern Art pages on [www.theartdept.wikispaces.com](http://www.theartdept.wikispaces.com) | | See Modern Art pages on [www.theartdept.wikispaces.com](http://www.theartdept.wikispaces.com) | | Hypothesis, Symbols, symbolic, representation, metaphor, genre, moralistic, Memento Mori | | Hypothesis, Symbols, symbolic, representation, metaphor, genre, moralistic, Vanitas | |  | |
| **Resources** | Sketchbooks; Gridded photos of students; gridded practice sheets; A2 grids; mirrors; drawing equipment | Sketchbooks; A2 grids; mirrors; drawing equipment, painting equipment; Art Department wikispace – Modern Art. | | Sketchbooks; A2 grids; mirrors; drawing equipment, painting equipment; Art Department wikispace – Modern Art. | | Examples of Momento Mori; Sketchbooks, pencils, sharpeners, rubbers and coloured pencils; Art Department wikispace – Momento Mori. | | Examples of Vanitas; Sketchbooks, pencils, sharpeners, rubbers and coloured pencils; Art Department wikispace – Vanitas. | | Sketchbooks; A2 grids; mirrors; drawing equipment, painting equipment; Art Department wikispace – Modern Art. | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | Observation and Drawing assessment for and of learning using level descriptors | | Observation, Drawing and Painting, Historical and Cultural Studies assessment for and of learning using level descriptors | | Observation, Drawing and Painting assessment for and of learning using level descriptors | | Observation and Drawing, Historical and Cultural Studies assessment for and of learning using level descriptors | | Observation and Drawing, Historical and Cultural Studies assessment for and of learning using level descriptors | | Observation, Imagination, Drawing and Painting assessment for and of learning using level descriptors |
| **HOMEWORKS** | SYMBOLS: Fill a page with pictures that represent who you are. | | OP ART: Fill in the missing paintings on the homework sheet. | |  | | SYMBOLS: Fill a page with pictures of OBJECTS that represent who you are. | |  | |  |
| POP ART: Fill in the missing paintings on the homework sheet. | |
| SURREALISM: Fill in the missing paintings on the homework sheet. | |
| SURREALISM: Fill in the missing paintings on the homework sheet. | |
| IMPRESSIONISM: Fill in the missing paintings on the homework sheet. | |
| NEO-IMPRESSIONISM: Fill in the missing paintings on the homework sheet. | |
| POST-IMPRESSIONISM: Fill in the missing paintings on the homework sheet. | |
| FAUVISM: Fill in the missing paintings on the homework sheet. | |
| CUBISM: Fill in the missing paintings on the homework sheet. | |
| FUTURISM: Fill in the missing paintings on the homework sheet. | |
| EXPRESSIONISM: Fill in the missing paintings on the homework sheet. | |
| **SUCCESS CRITERIA**  **Some pupils will not have made much progress and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **OBSERVATION**  **Pupils can** copy some detailed 2D (two-dimensional) shapes and some simple 3D (three-dimensional) forms.  **DRAWING**  **Pupils can** use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.  **They can also** make new colours by shading different ones on top of each other using a range of different drawing materials.  **PAINTING**  **Pupils** can use a paintbrush with control to paint different shapes without going over the outlines.  **They** can mix primary colours to make secondary colours and use a range of light and dark tertiary colours as well as the colours that the paint comes in.  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made some progress and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **OBSERVATION**  **Pupils can** copy 2D and 3D images from Primary and Secondary sources realistically.  **They can** record 3D forms accurately because they make sure that the lengths, heights and widths of their subjects are measured correctly in comparison with each other.  **DRAWING**  **Pupils can** mix a wide range of colours by shading different ones on top of each other using a range of different drawing materials.  **Pupils can** create a spectrum of different tonal values and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **PAINTING**  **Pupils** can use a paintbrush with control to paint a range of different shapes and details without going over the outlines.  **They** can mix a wide range of colours and follow contours with highlights, mid-tones and shadows to create 3D form, light effects and the illusion of space.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 6** | **Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.**  **OBSERVATION**  **Pupils can** copy 2D and 3D images from Primary and Secondary sources realistically to communicate the SHAPE, FORM and TEXTURE of the things they see.  **They can** record objects and images using the correct proportions for the different DIMENSIONS so that these are shown accurately whether reduced in size, recorded to scale, enlarged or subject to the basic effects of PERSPECTIVE.  **DRAWING**  **Pupils can** use a wide range of drawing materials with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **They can also** use a range of marks to create texture.  **PAINTING**  **Pupils can** paint with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form, light effects, mood and the illusion of depth in their work.  **Pupils can also** use a range of marks to create texture.  **IMAGINATION**  **Pupils can** come up with imaginative ideas that are creative, exciting and original because they have thought carefully about want they want to express.  **They can** gain artistic inspiration by exploring the world around them for support with their ideas and experiments.  **They can** develop their different designs by making decisions about their work as they go along  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** investigate chosen topics by using books, CD-ROMs, the Internet and other sources of research to develop their wider CONTEXTUAL knowledge of art, craft and design.  **They can** compare art, craft and design from different times and places using information and HYPOTHESIS.  **They can** make critical judgements about their own work and the work of others. | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 7** | **Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions. They analyse and comment on their own and others’ work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.**  **OBSERVATION**  **Pupils can** copy 2D and 3D images from Primary and Secondary sources very realistically to communicate the LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE of the things they see.  **They can** record objects and images using the correct proportions for the different DIMENSIONS so that these are shown accurately when reduced in size, recorded to scale, enlarged or subject to the effects of PERSPECTIVE and FORESHORTENING.  **DRAWING**  **Pupils can** use a wide range of drawing materials with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use different COLOUR SCHEMES to successfully create 3D form, lighting effects, atmosphere and the illusion of depth in my work.  **They** can also use a range of materials and techniques together to create MIXED MEDIA work.  **PAINTING**  **Pupils can** use paint with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.  **They can** mix a wide range of colours and use different COLOUR SCHEMES to successfully create 3D form, lighting effects, atmosphere and the illusion of depth in their work.  **They can also** use a range of marks and tones to create different textures.  **IMAGINATION**  **Pupils can** come up with imaginative ideas that are creative, exciting and original because I have thought carefully about want they want to express.  **They can** gain artistic inspiration by exploring the wider world for support with their ideas and experiments.  **They can** develop their different designs by evaluating their work and making critical decisions about it as they go along.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** investigate chosen topics by using books, CD-ROMs, the Internet and other sources of research to develop their wider CONTEXTUAL knowledge of art, craft and design.  **They can** compare art, craft and design from different times and places using information and HYPOTHESIS.  **They can** make critical judgements to evaluate their own work and the work of others. | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 8** | **Pupils develop, express and realise ideas in often original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes. They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions. They analyse, engage with, and question critically aspects of their own and others’ work, identifying how beliefs, values and meanings are expressed and shared. They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.** | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Exceptional performance** | **Pupils are in command of their creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative. They use the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils their intentions. They critically engage with their own and others’ work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work. They extend their ideas and sustain their investigations by responding to new possibilities and meanings.** | | | | | | | | | | |